R E P O R T R E S U M E S

ED 010 969 RC 000 859

THE BULLETIN BOARD AS AN INSTRUCTIONAL RESOURCE.
ALASKA STATE DEPT. OF EDUCATION, JUNEAU
REPORT NUMBER SERV-BULL-3 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *BULLETIN BOARDS, *INSTRUCTIONAL MATERIALS, *MOTIVATION, *LESSON PLANS, JUNEAU

THIS DOCUMENT DISCUSSES BULLETIN BOARDS AS INSTRUCTIONAL RESOURCES TO STIMULATE THE CURIOSITY AND INTEREST OF CHILDREN. IT PRESENTS THE OBJECTIVES, ARRANGEMENT, PLANNING, AND LETTERING THAT COULD BE USED WITH BULLETIN BOARDS. A SHORT LESSON PLAN IS INCLUDED. (JH)

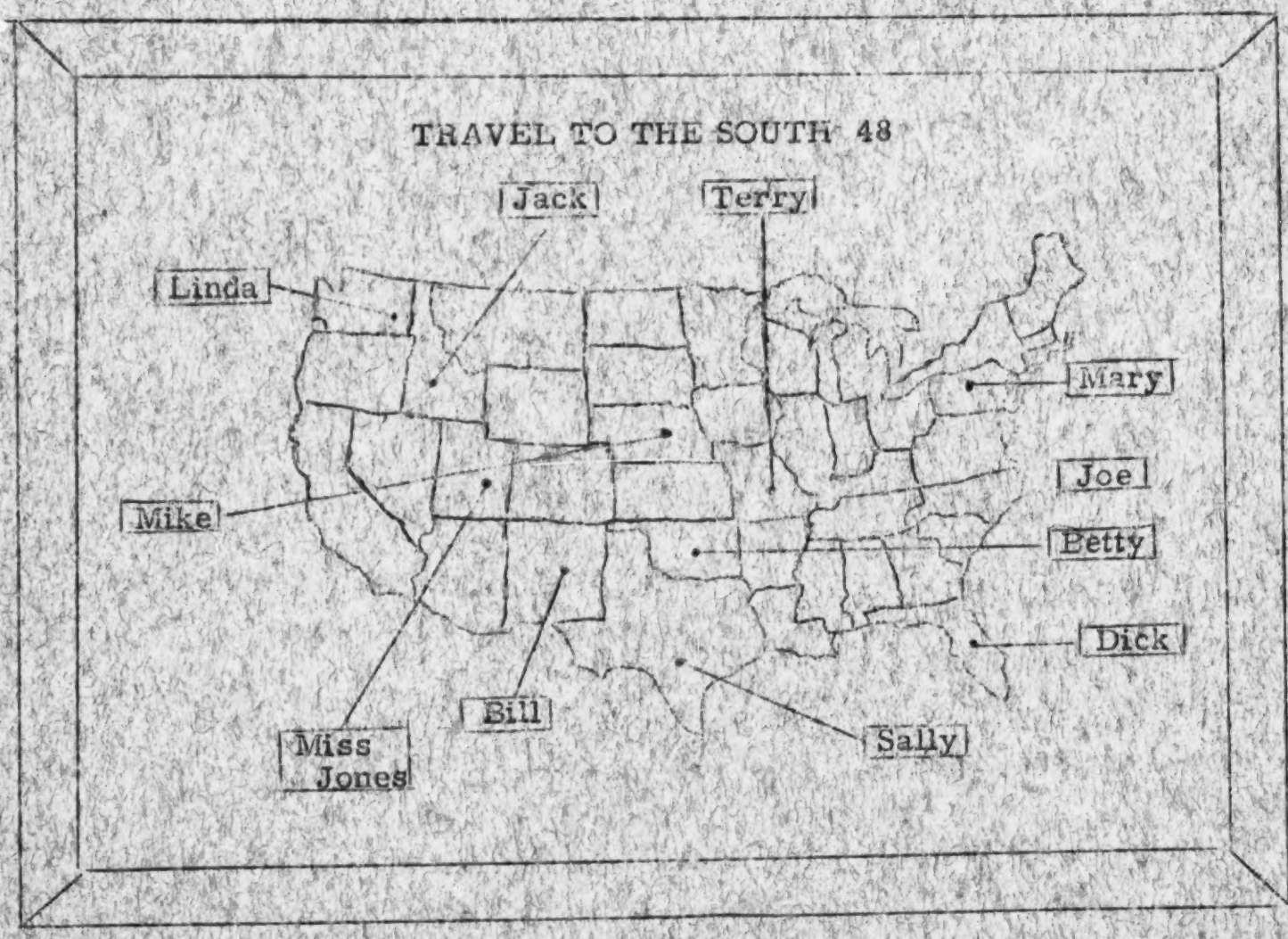
ED010969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

000971

THE BULLETIN BOARD AS AN INSTRUCTIONAL RESOURCE



ALASKA DEPARTMENT OF EDUCATION
THEO J. NORBY, COMMISSIONER OF EDUCATION
Juneau, Alaska
1962

RC 000 859
FL001093

STATE OF ALASKA
DEPARTMENT OF EDUCATION

SERVICE BULLETIN III

The Bulletin Board as an Instructional Aid

Material in this bulletin has been prepared for teachers in the State-operated schools of Alaska to promote the use of classroom bulletin boards as instructional resources in teaching. Many of the suggestions and ideas for effective use of the bulletin board have been collected from the following current periodicals found in the professional library of the Department of Education: The Grade Teacher, The Instructor, and The Elementary School Journal.

We recommend the use of this material as a basis for teacher-planning of classroom displays. Two blank pages at the end of the bulletin are for additional notes by the teacher.

A classroom atmosphere in which children feel a sense of warmth and security contributes greatly to effective learning. Every classroom can be arranged to stimulate the curiosity and interest of the children who will live in it five or six hours each school day. The bulletin board is a valuable resource in these respects, and one that offers teachers and pupils the opportunity to work together to create an attractive environment.

I

OBJECTIVES

The bulletin board is more than a medium of display; it is something that belongs to the individuals who work on it. Children can take pride in a colorful and attractive display of their work, or accept the responsibility for one that is not well-planned and arranged.

The goals of the tackboard display are to show pupils' work to advantage and to convey a clear message. Some examples of the instructional purposes of displays follow:

Clarification of Concepts:

- How We Get Water
- How Cloth is Made
- Which Came First? (time concept)
- Where Go the Tides:

Development of Skills:

- Understanding and Reading Maps
- Reading Pictures
- How-TO-Do Projects (step-by-step)
- Word-Building

Development of Appreciation:

- Pioneers
- Beauty - Art - Literature
- Citizenship

Display of Class Projects:

- Murals - Relief Maps
- Community Studies

II

PLANNING

The effectiveness of the bulletin board as a teaching device depends largely upon planning, both by teacher and pupils. Two functions should be kept in mind: (1) the display may be an introduction of new facts and ideas, or (2) it may be a project in which children work as a group to share and coordinate their learning experiences. In the multi-graded classrooms of our rural schools older children may form a committee to do the initial planning of an all-school bulletin board. For example, if the several grades in a room are studying plant life in science classes, a display could be arranged under the caption Plants of Alaska. One function of the planning committee might be to determine the contribution each grade could make to the display. The success of such a project will depend upon the leadership of the teacher and her skill in helping the children to think and work together.

Every classroom display should be organized around a central theme, and should be captioned to state that theme clearly.

III

ARRANGEMENT

The first requirement of the tackboard display is that it ve visually effective. No two arrangements of children's work need be the same, but all work should be neatly and artistically arranged, with pleasing use of color. Captions should be well-placed and phrased to convey the theme of the display in a few words. Simple block letters for captions can be cut by the pupils, (see page 7) or one of the commercial alphabets may be used. Older pupils can design and cut from tag board or heavy paper sets of letter patterns as an art project.

If a pupil committee is to arrange material for display, the work should begin by the drawing of a rough sketch on paper of the possible arrangement. When placing material on a display, use staples or pins to fasten it securely in place at all four corners, and a ruler or long strip of paper as a guide to straight line placement of letters and pictures.

Many tackboard spaces are "awkward" -- too long, too narrow, too small, too high. Some classrooms have little or no space for display purposes. It is here that the ingenuity of the teacher comes into full play. One teacher we know placed the classroom piano at a right angle to one wall, thereby creating adequate library space in one corner of the room. The back of the piano was covered with heavy paper, and tacked to it was a colorful picture map made by

the fifth grade and captioned Wealth of Alaska. Another teacher made a portable bulletin board consisting of a tripod and a large piece of cardboard from a packing case.

Interesting three-dimensional effects can be achieved by using paper sculpture, miniature cars, dolls, and animals which can be pinned to the board, and by placing caption letters on pins and pulling them out to the heads of the pins.

A limited amount of material should be used at one time. The bulletin board is intended to be an interesting and dramatic presentation; it must put its message across clearly and be easy to study. Material in long-range displays should be changed frequently or replaced with new work so that it does not become an unnoticed fixture on the classroom wall.

IV

MEDIA

Group planning of classroom bulletin boards is good experience for young artists, not only in learning to display materials attractively, with a critical eye for good design, spacing, variety, color and form, but also in the choice of materials to be used. Here again ingenuity and creative imagination come into focus.

The ordinary classroom supplies: construction paper, tempera, crayon, and chalk will most surely be used, but in addition to these old stand-bys, collect and encourage children to collect any or all of the following materials which can be used in classroom projects:

Corks
Linoleum scraps
Small wood blocks
Corrugated paper
Scraps of sand paper
Wallpaper sample books
Scraps of colorful fabric
Small shells
Boxes
Plastic tubes
Foil
Bits of cotton
Colored cord and wool yarn
Seed pods
Small pine cones
Dried grasses
Small bits of driftwood
Gift-wrapping paper
Bits of ribbon
Odd buttons

Storage of such materials may present a problem, but an older child can take charge of them. Usually a single drawer or box will do nicely for orderly storage.

The immediate environment often is an excellent source of materials. Small twigs make realistic bulletin-board fences. Leaves and evergreen branches in creative hands make a fine forest background. We saw a beautiful illustration of a sea story in which were used crushed blue tissue paper, dried sea weed, and a collection of tiny shells from the beach

V

CAPTIONS AND LETTERING

All classroom displays should carry an attractive headline or caption. In many such displays step-by-step captions also may be essential. If the bulletin board is to be used as a regular teaching device, its captions must be legible, attractive, and have something to say that provokes thought and interest. Whatever the theme, it should be so legible that the onlooker gets the message at a glance.

On the following page are simple instructions for plain block letters which may be cut by middle and upper grade pupils in any size that is required. With practice, many children are able to cut free-hand, letters in variations of this basic style. Felt marking pens in many colors are available; crayon and charcoal pencil may also be used for lettering captions.

Many primary teachers use the flannel board for teaching number concepts and combinations. This idea can be used as well for portable and permanent tackboards. Firm cardboard neatly covered with monkscloth, flannel, or burlap makes a good-looking and practical background. Letters with small pieces of sandpaper glued to their backs will adhere to fabric-covered board.

How to Cut Block Letters

Decide the size of letter required.

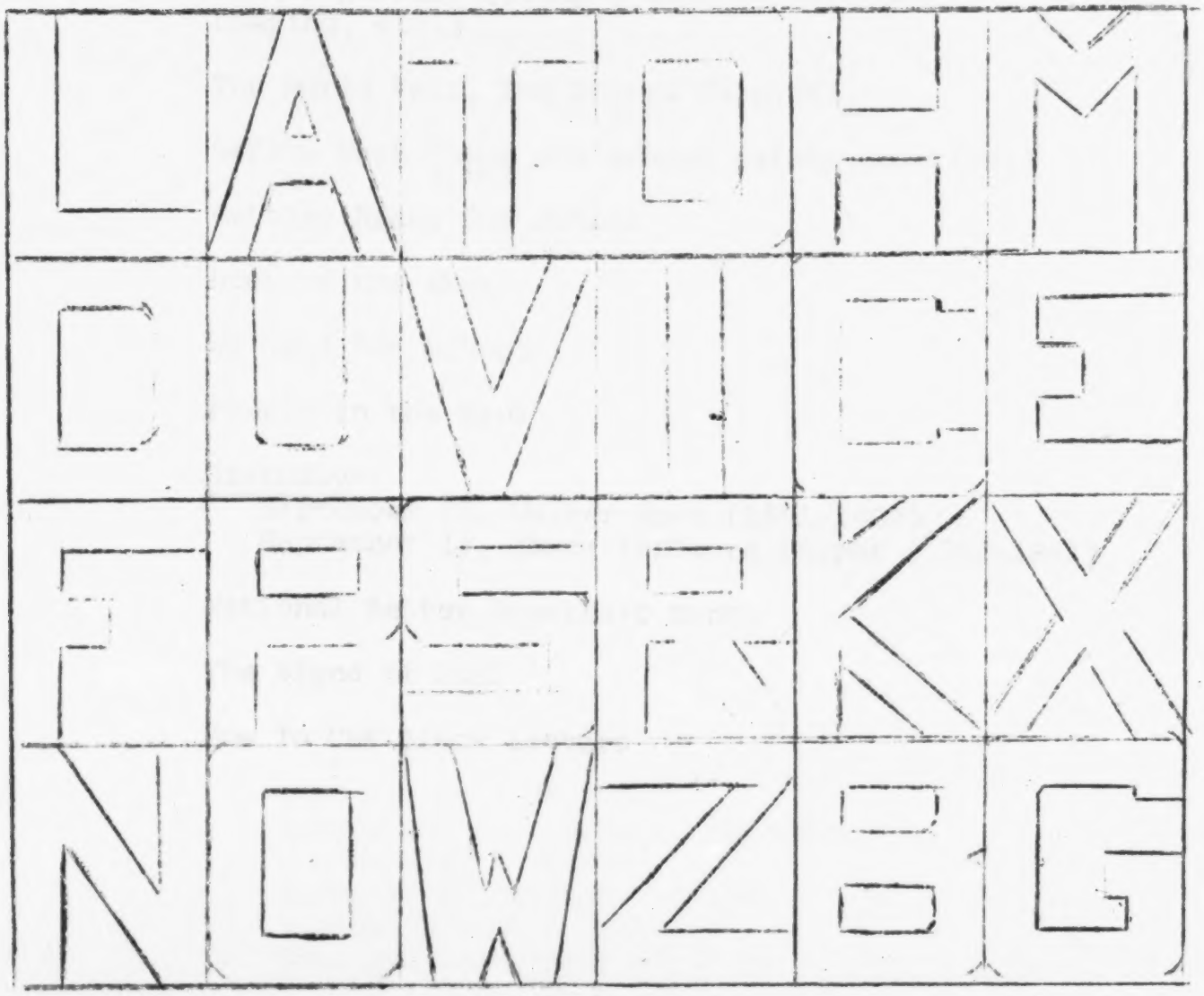
Measure and cut paper rectangles the exact width and height of the letters you wish to use.

Begin by cutting the letter "L". Establish the width of cut and point out that this width must be used consistently.

Continue by folding a rectangle in half lengthwise and cutting the letter "T". Show that the following letters can be cut by folding the blocks of paper lengthwise: "A", "D", "H", "M", "O", "U", "V", "W".

Fold paper rectangle across the width and cut the letter "H". Then proceed to the letters "H", "C", "E", "F", "G", "K", "N", "P".

The following diagram shows the correct form of standard block letters:



VI

SUGGESTED SUBJECTS

The following list of possible topics for instructional displays is intended as a quick supplemental reference for teachers. Included are holidays, weeks, or days set aside for national observance, and birthdays of famous people, plus suggestions for class projects which may be used at any time of the year.

September

Labor Day, Citizenship Day

Summer Travel (see cover)

Summer Hobbies (stamp & coin collections, camping, etc.)

The World Fair, The School Carnival

Safety Week (home and school safety practices)

Getting Ready For School

Book of the Week

We Need for School

People in the News

Birthdays:
September 13, Walter Reed (1851-1902)
September 15, James Fenimore Cooper (1789-1851)

National Better Breakfast Month

The Signs of Fall

How To Cut Block Letters

October

Fire Prevention Week

Smokey the Bear

Columbus Day, October 12

United Nations Day, October 24

Alaska Day, October 18

Halloween, October 31

How Seeds Travel

Birthdays:
October 22, Franz Liszt (1811-1886)
October 7, James Whitcomb Riley (1849-1910)

November

American Education Week

National Book Week

Veterans' Day, November 11

Thanksgiving Day, November 22

Animals in Winter

Weather in Our Town

Birthdays:
November 2, Daniel Boone (1734-1820)
November 7, Marie Curie (1867-1934)
November 13, Robert Louis Stevenson (1850-1894)

December

Holiday Plants - holly, ivy, evergreen,
Noche-Bueno (Mexico), mistletoe, poinsettia

Merry Christmas in Many Languages:
Zalig Kerstfeest - Belgium
Gledelia Jul - Norway
S Rozhdestvom Khristovyn - Russia
Prettige Kerstdagen - The Netherlands
Boas Festes - Portugal
Froehliche Weihnacten - Germany
Joyeux Noel - France
Kungttei Shing Taan - China
Glaedelig Jule - Denmark
Buon Natale - Italy

How to Wrap A Gift (step-by-step directions)

Wright Brothers at Kittyhawk, December 17, 1903

Birthdays:
December 8, Eli Whitney (1765-1825)
December 27, Louis Pasteur (1822-1895)

Human Rights Day

How to Read to an Audience

January

How January Got Its Name (Roman god of beginnings - Janus)

March of Dimes

Birthdays:
January 6, Carl Sandburg (1878)
January 16, Robert Service (1874-1958)
January 27, Lewis Carroll (1832-1898)
January 30, Franklin Delano Roosevelt (1882-1945)
January 31, Franz Schubert (1797-1828)

It Happened Last Year (important events of the previous year)

What Are Snowflakes?

Snow Scenes

Glaciers of Alaska

Our Number System

Roman Numeral System

February

Ground Hog Day, February 2

Building Words (root - prefix and suffix)

Valentines Day, February 14

How Hailstones Form

American Heart Month

Birthdays:
February 4, Charles Lindbergh (1902)
February 8, Boy Scouts of America (1910)
February 11, Thomas A. Edison (1847-1931)
February 12, Abraham Lincoln (1809-1865)
February 22, George Washington (1732-1799)
February 27, Henry W. Longfellow (1807-1882)

Babe Ruth, Baseball Hero

All About Fractions

March

Books for Spring

Space Travel in 1963

Robert Frost, Poems

The Lion and the Lamb

Winds and their Names (Chinook, Williwaw, Taku, Cyclone, etc.)

Hunt for Meaning

Our Natural Resources

American Red Cross Month

Seward's Day, March 30

St. Patrick's Day, March 17

Birthdays:
March 3, Alexander Graham Bell (1847-1922)
March 14, Albert Einstein (1879-1955)
March 26, Robert Frost (1875)

April

Birds' Migration

Pan-American Week

National Library Week

Birthdays:
April 2, Hans Christian Anderson (1805-1875)
April 26, John J. Audubon (1785-1851)

Postmarks of Alaska (collect postmarked envelopes from many areas of the State; place small map of Alaska in center. Arrange postmarks. Connect by a colored cord to the town or city from which they were mailed.)

Pioneer Aviators of Alaska

Five Basic Foods

May

Wild Flowers of Our State

Time Zones of the World

Myth, Fable, and Legend

The Good Business Letter (step-by-step)

Newspapers of Alaska (titles - cities where published)

Plans for Vacations

Birthdays:
May 6, Robert E. Peary (1856-1920)
May 8, Harry S. Truman (1884) (one of three living ex-Presidents)
May 29, John F. Kennedy (1917)

Best Books of the Year

A Quick Guide To Paper Sculpture

Paper sculpture, the method of handling dry paper so that it looks three-dimensional, is an activity to which most children take like ducks to water. One basic lesson in techniques is enough to start them off on their own into a world of creative expression with paper and scissors. The following lesson plan may be used as a starter:

Introduction

One difference in the appearance of a real animal and its photograph is that we can see all sides of the animal. In paper sculpture, paper is manipulated to create objects which can be seen from all sides; pictures which will have a third dimension.

Materials	Techniques
Various textures and weights of paper (manila, construction, wrapping and wall, newsprint, magazine pages, tissue and foil)	Scoring and folding (use ruler and dull knife to crease paper for accurate folds)
Paste, glue or stapler	Curling (pull paper strip over scissor blade)
Pencil	Mitering - slashing
Dull knife	Fringing - Tearing
Scissors	Pleating - braiding - weaving
	Crumpling - twisting

Procedure

Demonstrate some of the basic techniques listed above.

Introduce subject matter which calls for different reactions from each child, such as:

Marine life
Imaginary flowers, birds, animals
Masks

Have each child complete one sculpture and display these on a bulletin board under the caption: Three Dimensions in Paper.